

Venice Middle School

1900 CENTER RD, Venice, FL 34292

www.sarasotacountyschools.net/venicemiddle

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2015-16 Title I School</p> <p style="text-align: center;">No</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">51%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">20%</p>

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	B*	A	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Venice Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We envision a school that promotes a positive learning environment focusing on the personnel and technological resources of the entire school community. This will allow students to take responsibility for their own achievement, and will encourage a sense of pride and respect in themselves and their community.

b. Provide the school's vision statement.

The mission of the Venice Middle School is to develop self-directed, life-long learners.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Venice Middle School is a Community of Caring school. We believe in the Five Core Values: Caring, Respect, Responsibility, Trust and Family. Our character education curriculum is incorporated into our core curriculum so as to meet the academic, social, and emotional needs of our students. Many cultural celebrations and awareness building activities are held throughout the year such as Hispanic Heritage Week, Black History Month, and Disabilities Awareness Month. Teachers and students alike share in these valuable experiences.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

At Venice Middle School we believe that:

- * Students and adults have the right to do their best work.
- * Students and adults have the right to be successful.
- * Students and adults have the right to feel safe at all times.
- * Students and adults have the right to cooperate and help one another in order to make a school community.
- * Students and adults have the right to make choices and decisions, but they must be responsible for what they choose to do.
- * Students and adults have the right to be treated with dignity and respect.

This is incorporated into our Positive Behavior Support Plan and is shared with our staff, students, and families.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At Venice Middle School we believe in a working relationship between the student, the parent and the teacher. Our Teachers are expected to communicate positively with parents and students, work to increase time on task, and implement academic and behavioral interventions in a consistent and fair manner. We work within the PBS guidelines to teach and reteach behaviors and school expectations. We follow an established Tiered approach to discipline, starting with our district discipline protocols and then moving toward class, teams, and school expectations and consequences.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Venice Middle School operates on a "need-driven" decision-making process to ensure that resources reach the appropriate students to accelerate the performance of all students. The MTSS team provides teachers with instructional strategies and interventions that teachers deliver to students in varying intensities (multiple tiers) based on student need.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Student attendance is addressed bi-weekly through our school-wide support team, which includes meeting with the Truance Officer to review, discuss and put a plan into action for any student that is absent beyond the established district attendance criteria (5 days unexcused or 9 days absent total within a semester)

Students with discipline concerns including suspensions are addressed weekly at our school-wide support team. A behavior intervention plan is put in place with our behavior specialist and teachers in order to reduce suspendable behaviors. Part of our process is that we have adopted the teach-reteach model prior to disciplinary consequences in an on-going effort to reduce students that are suspended or placed into in-school suspension.

Students who are failing in ELA or math are placed into a district approved course recovery program. Prior to course recovery, students in danger of failing are often scheduled into an academic assistance program where academic intervention is provided. Students are also offered after school homework help in all academic areas, but specifically for math and language arts.

Students scoring a Level 1 in Reading are placed into an Intensive Reading Course and are progress monitored throughout the year. Students scoring a Level 1 in Math receive math intervention by their math teacher and are progressed monitored throughout the year including iReady data.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	27	38	43	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	10	32	23	0	0	0	0	65
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	36	35	55	0	0	0	0	126
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	36	35	55	0	0	0	0	126

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Venice Middle School operates on a "need-driven" decision-making process to ensure that resources reach the appropriate students to accelerate the performance of all students. The MTSS team provides teachers with instructional strategies and interventions that teachers deliver to students in varying intensities (multiple tiers) based on student need.

* Additional information found in PART A of this segment - Early Warning Systems.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

By 2016, there will be a 5% increase in parent/adult involvement at school functions and activities as measured by the numerous opportunities throughout the school year, such as:

- Booster Parent Organization
- School Advisory Council (SAC)
- School Website
- Informational Mailers and Connect Ed outreach messages
- Family Nights (Showcase and Open Houses)
- PALS Volunteer opportunities

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Venice Middle School has a Business Partner liaison that networks with our local businesses whereby we support them and they in turn support our programs: Honor Roll, Reading awards, Student recognition.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Schmidt, Karin	Principal
Evans, Paula	Teacher, ESE
Stellato, Pete	Teacher, ESE
Singer, Amber	School Counselor
Barlow, Sheree	Teacher, K-12
Nell, Susan	Teacher, K-12
Rice, Erin	Assistant Principal
Miller, Michelle	Teacher, K-12
Bailey, Kim	School Counselor
Schafer, Scott	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

- 1.Karin Schmidt, Principal - Develops, leads, evaluates, and facilitates data-based decision-making, ensures that the MTSS Team implements, documents, and communicates with staff and parents regarding school-based plans and activities.
2. Erin Rice-Smith, Assistant Principal - Assists with the screening and early intervention programs for at-risk students; assists with progress monitoring, data collection, data analysis, and assists with professional development and intervention approaches.
3. Pete Stellato, Behavior Intervention Teacher Grades 6-8 - Works with student support services personnel and provides services and expertise on issues ranging from intervention with groups of students to individual students.
4. Amber Singer and Kim Bailey, Guidance Counselors Grades 6-8 - Educate the team regarding interventions, works with the school social worker and school psychologist to link children and families to community resources and outside agencies, support family and home/school communication, address academic, social, emotional needs of all students and provide overall student support.
5. Paula Evans , ESE Liaison Grades 6-8 - Participate in data collection; are key in providing assistance with Tier 2 and 3 Interventions, assist and collaborate with all teachers, and work to align activities and materials based upon student and teacher needs.
6. Susan Nell, Math Teacher, Math Department Chair, Curriculum Leader - Provides information

about core content, identifies and analyzes key student data points, delivers Tier 1 interventions, collaborates with other colleagues regarding Tier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.

7. Sheree Barlow, Science Teacher, Science Department Chair - Provides information about core content, identifies and analyzes key student data points, delivers Tier 1 interventions, collaborates with other colleagues regarding Tier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.

8. Michelle Miller, Language Arts Teacher, Language Arts Department Chair - Provides information about core content, identifies and analyzes key student data points, delivers Tier 1 interventions, collaborates with other colleagues regarding Tier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.

9. Scott Schafer, Social Studies Teacher, Social Studies Department Chair - Provides information about core content, identifies and analyzes key student data points, delivers Tier 1 interventions, collaborates with other colleagues regarding Tier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Venice Middle School operates on a "need-driven" decision-making process to ensure that resources reach the appropriate students to accelerate the performance of all students. The MTSS team provides teachers with instructional strategies and interventions that teachers deliver to students in varying intensities (multiple tiers) based on student need.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kim Cooke	Business/Community
Dr. Karin Schmidt	Principal
Mr. Ed Coyne	Teacher
Julie Latchford	Education Support Employee
Collin Wilson	Business/Community
Lisa Signheisen	Parent
Mia Singheisen	Student
(William) Scott Shafer	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

SAC reviews the previous year's school improvement plan to help identify goals for the current school year's improvement plan.

b. Development of this school improvement plan

The purpose of SAC is to enhance school site decision making, to serve in an advisory capacity to the Principal regarding school improvement. SAC assists in the preparation, implementation and evaluation of the 2016-2017 school improvement plan.

c. Preparation of the school's annual budget and plan

N/A

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SAC determines how SAC dollars are distributed when needed.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Schmidt, Karin	Principal
Barlow, Sheree	Teacher, K-12
Johnson, Laura	Teacher, K-12
Nell, Susan	Teacher, K-12
Lee, Dixie	Teacher, K-12
Mikarts, Kristin	Teacher, K-12
Miller, Michelle	Teacher, K-12
Rice, Erin	Assistant Principal
Brainard, Aimee	Teacher, ESE
Schafer, Scott	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

School-Wide literacy initiatives involving student choice books; reading across the curriculum (wide-reading), WOW Word Program (Greek and Latin roots), iReady instruction, professional development in digital literacy. Literacy team includes Administration: Karin Schmidt, Erin Rice-Smith
 School Department Chairs: Michelle Miller (ELA), Susan Nell (Math), Scott Schafer (SS), Sheree Barlow (SCI)
 Reading Teachers: Aimee Brainard, Dixie Lee
 LA Teachers: Laura Johnson (6/7/8), Kristin Milkarts (7)

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers at Venice Middle School meet once a week during collaborative planning time with their content area colleagues. The teachers in these professional learning communities work together to review data, and plan lessons which include high impact instructional strategies.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The Human Resources Department provides online applications for administrative, instructional and non-instructional applicants. Venice Middle School's administration works to employ a faculty with the instructional proficiency needed for the school population served by maintaining samples of hiring documents and interview questions and look fors needed to identify highly desirable candidates.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

First year teachers are partnered with a veteran teacher as a part of our school district induction program. Teachers meet weekly either during common planning or after school to work on coaching, planning, feedback, progress monitoring, and home-school communication. New teachers are part of Sarasota County's SCIP program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All content area teachers follow the state standards and district curriculum focus guides to align their instructional activities and strategies with district adopted texts and resources. iReady is aligned to Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Venice Middle School uses data throughout the year as a progress monitoring tool to determine the proficiency of students.

Baseline Data: FSA, iReady Reading and Math Diagnostic 1

Mid-year: iReady Diagnostic 2 Reading and Math, District Benchmark Assessments in Science, Writing, Algebra and Geometry

End of year: FSA and EOC exams, iReady Diagnostic 3 Reading and Math

Behavior: Monthly discipline reports

Attendance: Bi-weekly Attendance reports

School Leaders provide information about core content and identify and analyze key student data points. All teachers deliver Tier 1 interventions, collaborate with other colleagues regarding Tier 2 interventions and strategies, and integrate Tier 1 interventions with Tier 2 & 3 activities and strategies.

Teachers differentiate learning to meet the needs of both proficient and advanced students and provide opportunities for remediation and enrichment afterschool.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 0

Students have an opportunity to receive additional support and enrichment during school provided after school programs.

Strategy Rationale

Enrichment activities contribute to a well-rounded education. Additional support and remediation help to increase the amount of quality learning time for individual students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nell, Susan, susan.nell@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Numbers of students participating
Quality of student work produced
Overall teacher and parent satisfaction
Level of student accomplishments and pride

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

School Support Team members (counselors and ESE Liaisons) hold articulation meetings for all incoming, transitioning 5th to 6th grade students as well as outgoing 8th to 9th grade transitioning students.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Students at Venice Middle School have the opportunity to participate in advanced courses in math beginning in sixth grade with opportunities for high school credit in Honors Algebra, Honors Geometry, Biology, and Spanish 1. Students in eighth grade also participate in a Junior Achievement

day where students have the opportunity to work with business volunteers in regards to college and career planning activities.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Venice Middle School employs the grades 6-8 Florida State Standards, which define what students should understand and be able to do by the end of each grade. The Florida State Standards correspond to the College and Career Readiness anchor standards that together define the skills and understanding that students must demonstrate in order to be prepared to enter college or the work force.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

1. Provide targeted academic support to students who are not on track for being ready for post secondary education (academic assistance course, intensive reading, and homework help)
2. Increase S.T.E.M. activities in all course offerings.
3. 8th grade students in Intensive Language Arts receive additional support and mentoring to foster College and Career Ready Goals.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** By 2017, there will be a 2% increase for all students when greater than 70% are demonstrating proficiency in math.
- G2.** By the year 2017, there will be a proficiency of 90% proficiency in Geometry.
- G3.** By the year 2017, there will be a proficiency of 90% in Algebra 1.
- G4.** By the year 2017, there will be a proficiency of 90% in Biology.
- G5.** By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in math.
- G6.** By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in ELA.
- G7.** By the year 2017, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in math.
- G8.** By the year 2017, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in ELA.
- G9.** By the year 2017, there will be a minimum of a 4% increase for all students when less than 70% are currently demonstrating proficiency in Science.
- G10.** By 2017, there will be a reduction of suspensions from the previous year by 5%.
- G11.** By 2017, there will be a 4% increase for all students when less than 70% are demonstrating proficiency in ELA.

G12. By 2017, there will be a decrease in students absent 10 or more days. When 40% or more of students have 10 or more absences annually, there will be a minimum of a 4% decrease. Less than 40% of the students have 10 or more absences then a 2% point decrease

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By 2017, there will be a 2% increase for all students when greater than 70% are demonstrating proficiency in math. 1a

 G085571

Targets Supported 1b

Indicator	Annual Target
Math Gains	73.0

Targeted Barriers to Achieving the Goal 3

- Implementing the Instructional Focus Guides/standards with fidelity. Decrease in instruction time with iReady implementation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iEngage lesson design, IFG, C-Palms, common planning to create lesson plans aligned to standards, comprehension skills assessments, common assessments, iReady

Plan to Monitor Progress Toward G1. 8

iReady diagnostic reports and instructional usage reports, PLC meetings

Person Responsible

Erin Rice

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion

iReady reports, FSA reports

G2. By the year 2017, there will be a proficiency of 90% proficiency in Geometry. 1a

G085572

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	90.0

Targeted Barriers to Achieving the Goal 3

- Progress monitoring of students in math curriculum and advanced skills while providing enrichment based strategies on classroom and assessment data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Indicators for Success, iEngage lesson plan, iReady data, advanced math placement tests, technology

Plan to Monitor Progress Toward G2. 8

Geometry End of Course Exam

Person Responsible

Erin Rice

Schedule

On 6/6/2017

Evidence of Completion

Percent Proficient on Geometry EOC Exam

G3. By the year 2017, there will be a proficiency of 90% in Algebra 1. **1a**

 G085573

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	90.0

Targeted Barriers to Achieving the Goal **3**

- Progress monitoring of students in math curriculum and advanced skills while providing enrichment based strategies on classroom and assessment data.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Instructional Indicators for Success, iEngage lesson plan, iReady data, advanced math placement tests, technology

Plan to Monitor Progress Toward G3. **8**

Algebra End of Course Exam

Person Responsible

Erin Rice

Schedule

Annually, from 4/24/2017 to 6/6/2017

Evidence of Completion

Algebra EOC proficiency levels

G4. By the year 2017, there will be a proficiency of 90% in Biology. 1a

G085574

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	90.0

Targeted Barriers to Achieving the Goal 3

- Progress monitoring students in Biology curriculum and content vocabulary while providing targeted interventions based on classroom assessment and data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Indicators for Success, iEngage Reflective Lesson Plans, district assessments

Plan to Monitor Progress Toward G4. 8

Biology End of Course proficiency rate

Person Responsible

Erin Rice

Schedule

On 6/2/2017

Evidence of Completion

Percentage of students Level 3 or above on Biology EOC

G5. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in math. 1a

G085575

Targets Supported 1b

Indicator	Annual Target
Math Gains	72.0

Targeted Barriers to Achieving the Goal 3

- Time for additional skill building through iReady math tutorials

Resources Available to Help Reduce or Eliminate the Barriers 2

- iEngage lesson design, Instructional Focus Guides, C-Palms, common planning to create lesson plans aligned to standards, comprehensive skills assessments, iReady data

Plan to Monitor Progress Toward G5. 8

Diagnostic 2 math reports

Person Responsible

Erin Rice

Schedule

On 1/27/2017

Evidence of Completion

Looking for growth to be on target for years growth on Diagnostic 3

G6. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in ELA. 1a

G085576

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Progress monitoring students in ELA curriculum and basic vocabulary skills, and providing targeted interventions based on classroom and assessment data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Indicators for Success, iEngage Reflective Lesson Plan, FSA Toolkit, iReady, Common School assessments

Plan to Monitor Progress Toward G6. 8

Diagnostic 2 growth in iReady reading

Person Responsible

Erin Rice

Schedule

On 1/27/2017

Evidence of Completion

Growth report for 1st half of year in iReady Reading

G7. By the year 2017, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in math. 1a

G085577

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	58.0

Targeted Barriers to Achieving the Goal 3

- Implementing differentiated instructional strategies and targeted interventions based on classroom and assessment data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Indicators for Success, IEngage reflective lesson plan, FSA Tool Kit, Comprehension Skills Assessments, Common School assessments, and District Benchmark Assessments

Plan to Monitor Progress Toward G7. 8

Classroom walkthrough forms; School and District Assessments

Person Responsible

Erin Rice

Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Teachers on-going evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from monitoring assessments.

G8. By the year 2017, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in ELA. 1a

G085578

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	39.0

Targeted Barriers to Achieving the Goal 3

- Progress monitoring students in ELA curriculum and basic vocabulary skills and providing targeted interventions based on classroom and assessment data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Indicators for Success, iEngage reflective lesson plan, iReady, Common School assessments

Plan to Monitor Progress Toward G8. 8

Classroom walk through forms/School and District Assessments, FSA results

Person Responsible

Karin Schmidt

Schedule

Annually, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progressmonitoring assessments

G9. By the year 2017, there will be a minimum of a 4% increase for all students when less than 70% are currently demonstrating proficiency in Science. 1a

G085579

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	59.0

Targeted Barriers to Achieving the Goal 3

- Progress monitoring students in science curriculum and content vocabulary and providing targeted interventions based on classroom and assessment data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Indicators for Success, iEngage reflective lesson plan, Common School assessments and District Benchmark Assessments

Plan to Monitor Progress Toward G9. 8

Classroom walkthrough forms/School and District Assessments, FCAT Scores

Person Responsible

Erin Rice

Schedule

Semiannually, from 9/26/2016 to 6/2/2017

Evidence of Completion

Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progress monitoring assessments

G10. By 2017, there will be a reduction of suspensions from the previous year by 5%. 1a

G085580

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	6.0

Targeted Barriers to Achieving the Goal 3

- Tracking discipline and implementing behavioral strategies for replacement behaviors to ensure student success.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District discipline reports, school-wide Positive Behavior Support plan

Plan to Monitor Progress Toward G10. 8

Progress toward goal will be based on number of student referrals

Person Responsible

Erin Rice

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Discipline reports, SWST agendas

G11. By 2017, there will be a 4% increase for all students when less than 70% are demonstrating proficiency in ELA. 1a

G085581

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Progress monitoring students in ELA curriculum and basic vocabulary skills, and providing targeted interventions based on classroom and assessment data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Indicators for Success, iEngage reflective lesson plan design, iReady, common school assessments

Plan to Monitor Progress Toward G11. 8

Classroom walkthroughs, lesson plans, student performance

Person Responsible

Karin Schmidt

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Classroom walkthroughs, lesson plans, student performance

G12. By 2017, there will be a decrease in students absent 10 or more days. When 40% or more of students have 10 or more absences annually, there will be a minimum of a 4% decrease. Less than 40% of the students have 10 or more absences then a 2% point decrease **1a**

G085582

Targets Supported **1b**

Indicator	Annual Target
Attendance Below 90%	48.0

Targeted Barriers to Achieving the Goal **3**

- Tracking attendance and monitoring student absences from school.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Attendance reports, School Wide Support Team (SWST) and Truancy worker

Plan to Monitor Progress Toward G12. **8**

Monitoring daily attendance reports

Person Responsible

Erin Rice

Schedule

Biweekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Attendance reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By 2017, there will be a 2% increase for all students when greater than 70% are demonstrating proficiency in math. 1

G085571

G1.B1 Implementing the Instructional Focus Guides/standards with fidelity. Decrease in instruction time with iReady implementation. 2

B227456

G1.B1.S1 Teachers will use the iEngage lesson design, collaborate on enrichment and intervention activities, create lesson plans aligned to standards, collaborate on common assessments, and participate in iReady diagnostic assessments. 4

S239997

Strategy Rationale

Improved and targeted teaching will increase assessment scores.

Action Step 1 5

Lesson purposes and outcomes will be reviewed during classroom walk throughs with targeted teacher conversations

Person Responsible

Erin Rice

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Instructional Indicators of success and ongoing evaluation forms

Action Step 2 5

Collaborative planning and discussion of iReady program, student data chats

Person Responsible

Susan Nell

Schedule

Biweekly, from 8/17/2016 to 6/2/2017

Evidence of Completion

Professional Learning Community meeting logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom walk throughs, iReady diagnostics

Person Responsible

Erin Rice

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Teacher on-going evaluation forms, PLC meeting logs, iReady diagnostic reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom walk throughs, iReady diagnostics

Person Responsible

Erin Rice

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Teacher on-going evaluation forms, PLC meeting logs, iReady diagnostic reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom walk trough forms, school assesments, iReady diagnostics

Person Responsible

Erin Rice

Schedule

Quarterly, from 9/26/2016 to 4/28/2017

Evidence of Completion

Evaluation reports through Instructional Improvement system, iReady reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom walk through forms, school assesments, iReady diagnostics

Person Responsible

Erin Rice

Schedule

Quarterly, from 9/26/2016 to 4/28/2017

Evidence of Completion

Evaluation reports through Instructional Improvement system, iReady reports

G2. By the year 2017, there will be a proficiency of 90% proficiency in Geometry. 1

G085572

G2.B1 Progress monitoring of students in math curriculum and advanced skills while providing enrichment based strategies on classroom and assessment data. 2

B227457

G2.B1.S1 Use of iReady to monitor math skill progression 4

S239998

Strategy Rationale

Students will be assessed three times a year and a current level will be provided along with next steps of instruction.

Action Step 1 5

Teacher will be instructed on use of iReady to enhance instruction

Person Responsible

Erin Rice

Schedule

Quarterly, from 8/17/2016 to 5/31/2017

Evidence of Completion

Diagnostic Reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor of iReady data

Person Responsible

Erin Rice

Schedule

Monthly, from 9/19/2016 to 5/31/2017

Evidence of Completion

Diagnostic Reports and Growth Monitoring Reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom walkthroughs

Person Responsible

Erin Rice

Schedule

Quarterly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Indicators for Success report

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Discuss reports during Professional Learning Community meetings

Person Responsible

Susan Nell

Schedule

Quarterly, from 11/21/2016 to 5/31/2017

Evidence of Completion

Growth level of students

G3. By the year 2017, there will be a proficiency of 90% in Algebra 1. 1

G085573

G3.B1 Progress monitoring of students in math curriculum and advanced skills while providing enrichment based strategies on classroom and assessment data. 2

B227458

G3.B1.S1 Use of iReady to monitor math skill progression 4

S239999

Strategy Rationale

Students will be assessed three times a year and a current level will be provided along with next steps of instruction.

Action Step 1 5

Teacher will be instructed on use of iReady to enhance instruction

Person Responsible

Erin Rice

Schedule

Quarterly, from 8/17/2016 to 5/31/2017

Evidence of Completion

Small group differentiated instruction

Action Step 2 5

Teacher will be instructed on use of iReady to enhance instruction

Person Responsible

Erin Rice

Schedule

Quarterly, from 8/17/2016 to 5/31/2017

Evidence of Completion

Small group differentiated instruction

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor iReady data

Person Responsible

Erin Rice

Schedule

Monthly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Growth reports

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom Walkthroughs

Person Responsible

Erin Rice

Schedule

Quarterly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Indicators for Success

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Discuss reports during Professional Learning Community meetings

Person Responsible

Susan Nell

Schedule

Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion

How to use data to improve students math skills

G3.B1.S2 Utilize assessments to monitor students in Algebra curriculum and enrich via real world application for college and career readiness 4

S240000

Strategy Rationale

enhance skills with real world problem solving

Action Step 1 5

Incorporate higher order thinking questions; creating real world math problems for students to solve in team task setting

Person Responsible

Erin Rice

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Instructional Indicators for Success and on-going evaluation review forms, students assessment data and class grades

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Targeted teacher conversations, collection of lesson plans

Person Responsible

Erin Rice

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Targeted Teacher conversations, collection of lesson plans

Person Responsible

Erin Rice

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades

G4. By the year 2017, there will be a proficiency of 90% in Biology. 1

G085574

G4.B1 Progress monitoring students in Biology curriculum and content vocabulary while providing targeted interventions based on classroom assessment and data. 2

B227459

G4.B1.S2 Classroom walk throughs with targeted teacher conversations; collaborative planning and discussion of assessments 4

S240002

Strategy Rationale

Communication between staff to improve teaching

Action Step 1 5

Classroom walk through with targeted teacher conversations/coaching

Person Responsible

Erin Rice

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teacher on going evaluation form using Instructional Information System

Action Step 2 5

Collaborative planning and discussion of assessments

Person Responsible

Sheree Barlow

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Curriculum Leader and PLC notes

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Classroom Walkthroughs

Person Responsible

Erin Rice

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Teacher ongoing evaluation form using Instructional Information System

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Classroom Walk Through Forms and Coaching

Person Responsible

Erin Rice

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Ongoing observations of classroom and end of year evaluation through Instructional Information System

G5. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in math. 1

G085575

G5.B2 Time for additional skill building through iReady math tutorials 2

B227461

G5.B2.S1 Build lesson plans around iReady use to strive for 45 minutes of use per week 4

S240004

Strategy Rationale

45 minutes a week shows solid growth for skills and improvement of state testing levels

Action Step 1 5

Include 45 minutes of iReady math per week

Person Responsible

Erin Rice

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

iReady instructional use report

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Print iReady useage reports

Person Responsible

Erin Rice

Schedule

Biweekly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Weekly use reports should show average 45 minutes per week

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Diagnostic 2 reports for growth monitoring

Person Responsible

Susan Nell

Schedule

On 1/27/2017

Evidence of Completion

Growth levels for students in math

G6. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain in ELA. 1

G085576

G6.B1 Progress monitoring students in ELA curriculum and basic vocabulary skills, and providing targeted interventions based on classroom and assessment data. 2

B227462

G6.B1.S1 Classroom walk-through with targeted teacher observations; collaborative planning and discussion on common assessments 4

S240005

Strategy Rationale

Strengthen skills and lessons through conversation

Action Step 1 5

Classroom walk thoroughs and lesson plan discussions

Person Responsible

Karin Schmidt

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Instructional indicators for Success and ongoing evaluations forms

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Classroom walk through forms, lesson plans, student performance data

Person Responsible

Karin Schmidt

Schedule

Quarterly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Teacher on-going evaluation using Instructional Information System, lesson plan collection

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Classroom walk through forms, iReady data

Person Responsible

Karin Schmidt

Schedule

Quarterly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Teacher ongoing observation and evaluation using Instructional Information System, iReady reports

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Classroom walk through forms, iReady data

Person Responsible

Karin Schmidt

Schedule

Quarterly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Teacher ongoing observation and evaluation using Instructional Information System, iReady reports

G7. By the year 2017, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in math. **1**

 G085577

G7.B1 Implementing differentiated instructional strategies and targeted interventions based on classroom and assessment data. **2**

 B227463

G7.B1.S1 Determine core class needs by reviewing assessment data; plan differentiated instruction using evidence-based instruction and intervention strategies based on progress monitoring assessments. Student achievement chats will be conducted with all students following assessments. **4**

 S240007

Strategy Rationale

Differentiated instruction to improve skills

Action Step 1 **5**

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and iReady)
2. Student data chats regarding assessment data and quarterly grades.
3. Student progress monitoring determined by comparing student data with school targets.

Person Responsible

Erin Rice

Schedule

Monthly, from 8/29/2016 to 9/21/2016

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 **6**

Classroom Walkthrough Forms

Person Responsible

Erin Rice

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC meeting

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Classroom walk through forms/School and District Assessments

Person Responsible

Erin Rice

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G8. By the year 2017, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in ELA. 1

G085578

G8.B1 Progress monitoring students in ELA curriculum and basic vocabulary skills and providing targeted interventions based on classroom and assessment data. 2

B227464

G8.B1.S1 Utilize assessments to monitor students in the ELA core curriculum needing intervention and enrichment via iReady. 4

S240008

Strategy Rationale

Monitoring students' assessments allows for targeted instruction

Action Step 1 5

1. Provide opportunities to experience multiple texts
2. Utilize grade level common assessments and skills checks to remediate and reinforce concepts taught

Person Responsible

Karin Schmidt

Schedule

Monthly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data, iReady, and class grades.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Classroom Walk through forms, lesson plans, student performance data

Person Responsible

Karin Schmidt

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data (iReady reports)

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Classroom Walkthrough forms, School and District Assessments

Person Responsible

Karin Schmidt

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G9. By the year 2017, there will be a minimum of a 4% increase for all students when less than 70% are currently demonstrating proficiency in Science. 1

G085579

G9.B1 Progress monitoring students in science curriculum and content vocabulary and providing targeted interventions based on classroom and assessment data. 2

B227465

G9.B1.S1 Determine Science class needs by reviewing assessment data; plan inquiry based instruction using the iEngage lesson design. Increased use of content vocabulary and scientific language. 4

S240009

Strategy Rationale

Progress monitoring drives improved instruction

Action Step 1 5

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district)
2. Student data chats regarding assessment data, quarterly grades, science content area vocabulary
3. Student progress monitoring determined by comparing student data with school targets.

Person Responsible

Erin Rice

Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Classroom Walk through forms, lesson plans, student performance data

Person Responsible

Erin Rice

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLCMeeting logs, Assessment data

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Classroom Walkthrough forms, School and District Assessments

Person Responsible

Erin Rice

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G10. By 2017, there will be a reduction of suspensions from the previous year by 5%. 1

G085580

G10.B1 Tracking discipline and implementing behavioral strategies for replacement behaviors to ensure student success. 2

B227466

G10.B1.S1 Discipline data collection with focus on targeted strategies and interventions to ensure student success. 4

S240010

Strategy Rationale

Being proactive and reviewing expectations will decrease students inappropriate behavior

Action Step 1 5

1. Chart and track discipline data
2. PLC and School Wide Support teams (SWST) will identify priority social and behavioral strategies.
3. Individual, small group and assembly behavior programs
4. Parent conferences/communication

Person Responsible

Pete Stellato

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Discipline reports, SWST agendas

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Strategies will be monitored during monthly Positive Behavior Support or Staff meetings

Person Responsible

Pete Stellato

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Discipline reports, SWST agendas

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

Student Intervention Report (SIR) forms, referrals, Classroom walk throughs

Person Responsible

Pete Stellato

Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Discipline reports, SWST agendas

G11. By 2017, there will be a 4% increase for all students when less than 70% are demonstrating proficiency in ELA. **1**

 G085581

G11.B1 Progress monitoring students in ELA curriculum and basic vocabulary skills, and providing targeted interventions based on classroom and assessment data. **2**

 B227467

G11.B1.S1 Determine needs of students by reviewing assessment data, differentiating instruction, implementing high impact instructional strategies **4**

 S240011

Strategy Rationale

Improve instruction resulting in improved ELA scores

Action Step 1 **5**

1. Incorporate Reading and writing strategies into all core areas
2. Classroom walk throughs
3. Monitor progress towards school target on class and district assessments iReady

Person Responsible

Karin Schmidt

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Classroom walk through, lesson plans, student performance data

Plan to Monitor Fidelity of Implementation of G11.B1.S1 **6**

Classroom walkthroughs, lesson plans, student performance

Person Responsible

Karin Schmidt

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Classroom walk through, lesson plans, student performance data

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 7

Classroom walkthroughs, lesson plans, student performance

Person Responsible

Karin Schmidt

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Classroom walk throughs, lesson plans, student performance (iReady data)

G12. By 2017, there will be a decrease in students absent 10 or more days. When 40% or more of students have 10 or more absences annually, there will be a minimum of a 4% decrease. Less than 40% of the students have 10 or more absences then a 2% point decrease 1

G085582

G12.B1 Tracking attendance and monitoring student absences from school. 2

B227468

G12.B1.S1 1. Daily notification via Connect Ed messages to families when students are absent. 2. Personal call to families by attendance secretary when a student misses more than 3 days. 3. Attendance counseling groups for students with excessive absences. 4

S240012

Strategy Rationale

Action Step 1 5

1. Daily notification via Connect Ed messages to families when students are absent. 2. Personal call to families by attendance secretary when a student misses more than 3 days. 3. Attendance counseling groups for students with excessive absences.

Person Responsible

Amber Singer

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Attendance reports

Plan to Monitor Fidelity of Implementation of G12.B1.S1 6

Monitoring daily attendance reports

Person Responsible

Erin Rice

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of Implementation of G12.B1.S1 7

Monitoring daily attendance reports

Person Responsible

Erin Rice

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Attendance reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
 G7.B1.S1.A1 A310730	1. Classroom walk-through with targeted teacher conversations; collaborative planning and...	Rice, Erin	8/29/2016	Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.	9/21/2016 monthly
 G5.MA1 M318731	Diagnostic 2 math reports	Rice, Erin	1/27/2017	Looking for growth to be on target for years growth on Diagnostic 3	1/27/2017 one-time
 G6.MA1 M318735	Diagnostic 2 growth in iReady reading	Rice, Erin	1/27/2017	Growth report for 1st half of year in iReady Reading	1/27/2017 one-time
 G5.B2.S1.MA1 M318729	Diagnostic 2 reports for growth monitoring	Nell, Susan	1/27/2017	Growth levels for students in math	1/27/2017 one-time
 G1.B1.S1.MA1 M318711	Classroom walk through forms, school assesments, iReady diagnostics	Rice, Erin	9/26/2016	Evaluation reports through Instructional Improvement system, iReady reports	4/28/2017 quarterly
 G1.B1.S1.MA1 M318712	Classroom walk through forms, school assesments, iReady diagnostics	Rice, Erin	9/26/2016	Evaluation reports through Instructional Improvement system, iReady reports	4/28/2017 quarterly
 G1.MA1 M318715	iReady diagnostic reports and instructional usage reports, PLC meetings	Rice, Erin	9/26/2016	iReady reports, FSA reports	5/26/2017 quarterly
 G12.MA1 M318753	Monitoring daily attendance reports	Rice, Erin	8/29/2016	Attendance reports	5/26/2017 biweekly
 G1.B1.S1.MA1 M318713	Classroom walk throughs, iReady diagnostics	Rice, Erin	9/26/2016	Teacher on-going evaluation forms, PLC meeting logs, iReady diagnostic reports	5/26/2017 quarterly
 G1.B1.S1.MA1 M318714	Classroom walk throughs, iReady diagnostics	Rice, Erin	9/26/2016	Teacher on-going evaluation forms, PLC meeting logs, iReady diagnostic reports	5/26/2017 quarterly
 G1.B1.S1.A1 A310719	Lesson purposes and outcomes will be reviewed during classroom walk throughs with targeted teacher...	Rice, Erin	9/26/2016	Instructional Indicators of success and ongoing evaluation forms	5/26/2017 quarterly
 G3.B1.S1.MA1 M318720	Discuss reports during Professional Learning Community meetings	Nell, Susan	9/26/2016	How to use data to improve students math skills	5/26/2017 monthly
 G5.B2.S1.MA1 M318730	Print iReady useage reports	Rice, Erin	9/19/2016	Weekly use reports should show average 45 minutes per week	5/26/2017 biweekly
 G5.B2.S1.A1 A310728	Include 45 minutes of iReady math per week	Rice, Erin	8/22/2016	iReady instructional use report	5/26/2017 weekly
 G6.B1.S1.MA1 M318732	Classroom walk through forms, iReady data	Schmidt, Karin	9/19/2016	Teacher ongoing observation and evaluation using Instructional Information System, iReady reports	5/26/2017 quarterly
 G6.B1.S1.MA1 M318733	Classroom walk through forms, iReady data	Schmidt, Karin	9/19/2016	Teacher ongoing observation and evaluation using Instructional Information System, iReady reports	5/26/2017 quarterly
 G6.B1.S1.MA1 M318734	Classroom walk through forms, lesson plans, student performance data	Schmidt, Karin	9/19/2016	Teacher on-going evaluation using Instructional Information System, lesson plan collection	5/26/2017 quarterly
 G7.B1.S1.MA1 M318736	Classroom walk through forms/School and District Assessments	Rice, Erin	9/26/2016	Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments	5/26/2017 quarterly
 G7.B1.S1.MA1 M318737	Classroom Walkthrough Forms	Rice, Erin	9/26/2016	Teacher on-going evaluation using the Instructional Information System, PLC meeting	5/26/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G10.B1.S1.MA1  M318746	Strategies will be monitored during monthly Positive Behavior Support or Staff meetings	Stellato, Pete	10/3/2016	Discipline reports, SWST agendas	5/26/2017 monthly
G11.B1.S1.MA1  M318748	Classroom walkthroughs, lesson plans, student performance	Schmidt, Karin	9/26/2016	Classroom walk throughs, lesson plans, student performance (iReady data)	5/26/2017 quarterly
G4.B1.S2.MA1  M318726	Classroom Walk Through Forms and Coaching	Rice, Erin	9/26/2016	Ongoing observations of classroom and end of year evaluation through Instructional Information System	5/26/2017 quarterly
G4.B1.S2.MA1  M318727	Classroom Walkthroughs	Rice, Erin	9/26/2016	Teacher ongoing evaluation form using Instructional Information System	5/26/2017 quarterly
G4.B1.S2.A2  A310726	Collaborative planning and discussion of assessments	Barlow, Sheree	8/29/2016	Curriculum Leader and PLC notes	5/26/2017 weekly
G2.B1.S1.MA1  M318716	Discuss reports during Professional Learning Community meetings	Nell, Susan	11/21/2016	Growth level of students	5/31/2017 quarterly
G2.B1.S1.MA1  M318717	Monitor of iReady data	Rice, Erin	9/19/2016	Diagnostic Reports and Growth Monitoring Reports	5/31/2017 monthly
G2.B1.S1.MA2  M318718	Classroom walkthroughs	Rice, Erin	9/26/2016	Indicators for Success report	5/31/2017 quarterly
G2.B1.S1.A1  A310721	Teacher will be instructed on use of iReady to enhance instruction	Rice, Erin	8/17/2016	Diagnostic Reports	5/31/2017 quarterly
G3.B1.S1.MA1  M318721	Monitor iReady data	Rice, Erin	9/26/2016	Growth reports	5/31/2017 monthly
G3.B1.S1.MA1  M318722	Classroom Walkthroughs	Rice, Erin	9/26/2016	Indicators for Success	5/31/2017 quarterly
G3.B1.S1.A1  A310722	Teacher will be instructed on use of iReady to enhance instruction	Rice, Erin	8/17/2016	Small group differentiated instruction	5/31/2017 quarterly
G3.B1.S1.A2  A310723	Teacher will be instructed on use of iReady to enhance instruction	Rice, Erin	8/17/2016	Small group differentiated instruction	5/31/2017 quarterly
G4.MA1  M318728	Biology End of Course proficiency rate	Rice, Erin	6/2/2017	Percentage of students Level 3 or above on Biology EOC	6/2/2017 one-time
G7.MA1  M318738	Classroom walkthrough forms; School and District Assessments	Rice, Erin	9/26/2016	Teachers on-going evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from monitoring assessments.	6/2/2017 monthly
G8.MA1  M318741	Classroom walk through forms/School and District Assessments, FSA results	Schmidt, Karin	8/22/2016	Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progress monitoring assessments	6/2/2017 annually
G9.MA1  M318744	Classroom walkthrough forms/School and District Assessments, FCAT Scores	Rice, Erin	9/26/2016	Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progress monitoring assessments	6/2/2017 semiannually
G10.MA1  M318747	Progress toward goal will be based on number of student referrals	Rice, Erin	8/29/2016	Discipline reports, SWST agendas	6/2/2017 monthly
G11.MA1  M318750	Classroom walkthroughs, lesson plans, student performance	Schmidt, Karin	9/26/2016	Classroom walkthroughs, lesson plans, student performance	6/2/2017 quarterly
G1.B1.S1.A2  A310720	Collaborative planning and discussion of iReady program, student data chats	Nell, Susan	8/17/2016	Professional Learning Community meeting logs	6/2/2017 biweekly
G6.B1.S1.A1  A310729	Classroom walk throughs and lesson plan discussions	Schmidt, Karin	9/26/2016	Instructional indicators for Success and ongoing evaluations forms	6/2/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B1.S1.MA1 M318739	Classroom Walkthrough forms, School and District Assessments	Schmidt, Karin	9/26/2016	Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments	6/2/2017 quarterly
G8.B1.S1.MA1 M318740	Classroom Walk through forms, lesson plans, student performance data	Schmidt, Karin	9/26/2016	Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data (iReady reports)	6/2/2017 quarterly
G8.B1.S1.A1 A310731	1. Provide opportunities to experience multiple texts 2. Utilize grade level common assessments...	Schmidt, Karin	9/19/2016	Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data, iReady, and class grades.	6/2/2017 monthly
G9.B1.S1.MA1 M318742	Classroom Walkthrough forms, School and District Assessments	Rice, Erin	9/26/2016	Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments	6/2/2017 quarterly
G9.B1.S1.MA1 M318743	Classroom Walk through forms, lesson plans, student performance data	Rice, Erin	9/26/2016	Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data	6/2/2017 quarterly
G9.B1.S1.A1 A310732	1. Classroom walk-through with targeted teacher conversations; collaborative planning and...	Rice, Erin	9/26/2016	Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.	6/2/2017 monthly
G10.B1.S1.MA1 M318745	Student Intervention Report (SIR) forms, referrals, Classroom walk throughs	Stellato, Pete	9/26/2016	Discipline reports, SWST agendas	6/2/2017 monthly
G10.B1.S1.A1 A310733	1. Chart and track discipline data 2. PLC and School Wide Support teams (SWST) will identify...	Stellato, Pete	8/22/2016	Discipline reports, SWST agendas	6/2/2017 monthly
G11.B1.S1.MA1 M318749	Classroom walkthroughs, lesson plans, student performance	Schmidt, Karin	9/26/2016	Classroom walk through, lesson plans, student performance data	6/2/2017 quarterly
G11.B1.S1.A1 A310734	1. Incorporate Reading and writing strategies into all core areas 2. Classroom walk throughs 3....	Schmidt, Karin	8/29/2016	Classroom walk through, lesson plans, student performance data	6/2/2017 monthly
G12.B1.S1.MA1 M318751	Monitoring daily attendance reports	Rice, Erin	8/29/2016	Attendance reports	6/2/2017 biweekly
G12.B1.S1.MA1 M318752	Monitoring daily attendance reports	Rice, Erin	8/29/2016	Attendance reports	6/2/2017 biweekly
G12.B1.S1.A1 A310735	1. Daily notification via Connect Ed messages to families when students are absent. 2. Personal...	Singer, Amber	8/29/2016	Attendance reports	6/2/2017 biweekly
G3.B1.S2.MA1 M318723	Targeted Teacher conversations, collection of lesson plans	Rice, Erin	8/22/2016	Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades	6/2/2017 monthly
G3.B1.S2.MA1 M318724	Targeted teacher conversations, collection of lesson plans	Rice, Erin	8/22/2016	Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades	6/2/2017 monthly
G3.B1.S2.A1 A310724	Incorporate higher order thinking questions; creating real world math problems for students to...	Rice, Erin	8/22/2016	Instructional Indicators for Success and on-going evaluation review forms, students assessment data and class grades	6/2/2017 monthly
G4.B1.S2.A1 A310725	Classroom walk through with targeted teacher conversations/coaching	Rice, Erin	8/22/2016	Teacher on going evaluation form using Instructional Information System	6/2/2017 monthly
G2.MA1 M318719	Geometry End of Course Exam	Rice, Erin	6/6/2017	Percent Proficient on Geometry EOC Exam	6/6/2017 one-time
G3.MA1 M318725	Algebra End of Course Exam	Rice, Erin	4/24/2017	Algebra EOC proficiency levels	6/6/2017 annually

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By 2017, there will be a 2% increase for all students when greater than 70% are demonstrating proficiency in math.

G1.B1 Implementing the Instructional Focus Guides/standards with fidelity. Decrease in instruction time with iReady implementation.

G1.B1.S1 Teachers will use the iEngage lesson design, collaborate on enrichment and intervention activities, create lesson plans aligned to standards, collaborate on common assessments, and participate in iReady diagnostic assessments.

PD Opportunity 1

Collaborative planning and discussion of iReady program, student data chats

Facilitator

Curriculum Associates

Participants

Math Teachers

Schedule

Biweekly, from 8/17/2016 to 6/2/2017

G2. By the year 2017, there will be a proficiency of 90% proficiency in Geometry.

G2.B1 Progress monitoring of students in math curriculum and advanced skills while providing enrichment based strategies on classroom and assessment data.

G2.B1.S1 Use of iReady to monitor math skill progression

PD Opportunity 1

Teacher will be instructed on use of iReady to enhance instruction

Facilitator

Curriculum Associates Trainers

Participants

Math Teachers

Schedule

Quarterly, from 8/17/2016 to 5/31/2017

G3. By the year 2017, there will be a proficiency of 90% in Algebra 1.

G3.B1 Progress monitoring of students in math curriculum and advanced skills while providing enrichment based strategies on classroom and assessment data.

G3.B1.S1 Use of iReady to monitor math skill progression

PD Opportunity 1

Teacher will be instructed on use of iReady to enhance instruction

Facilitator

Curriculum Associates

Participants

Math Teachers

Schedule

Quarterly, from 8/17/2016 to 5/31/2017

PD Opportunity 2

Teacher will be instructed on use of iReady to enhance instruction

Facilitator

Curriculum Associates

Participants

Math Teachers

Schedule

Quarterly, from 8/17/2016 to 5/31/2017

G9. By the year 2017, there will be a minimum of a 4% increase for all students when less than 70% are currently demonstrating proficiency in Science.

G9.B1 Progress monitoring students in science curriculum and content vocabulary and providing targeted interventions based on classroom and assessment data.

G9.B1.S1 Determine Science class needs by reviewing assessment data; plan inquiry based instruction using the iEngage lesson design. Increased use of content vocabulary and scientific language.

PD Opportunity 1

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data, quarterly grades, science content area vocabulary 3. Student progress monitoring determined by comparing student data with school targets.

Facilitator

School and District Staff

Participants

Instructional staff (Science)

Schedule

Monthly, from 9/26/2016 to 6/2/2017

G11. By 2017, there will be a 4% increase for all students when less than 70% are demonstrating proficiency in ELA.

G11.B1 Progress monitoring students in ELA curriculum and basic vocabulary skills, and providing targeted interventions based on classroom and assessment data.

G11.B1.S1 Determine needs of students by reviewing assessment data, differentiating instruction, implementing high impact instructional strategies

PD Opportunity 1

1. Incorporate Reading and writing strategies into all core areas 2. Classroom walk throughs 3. Monitor progress towards school target on class and district assessments iReady

Facilitator

Curriculum Associates

Participants

ELA Teachers

Schedule

Monthly, from 8/29/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Lesson purposes and outcomes will be reviewed during classroom walk throughs with targeted teacher conversations	\$0.00
2	G1.B1.S1.A2	Collaborative planning and discussion of iReady program, student data chats	\$0.00
3	G10.B1.S1.A1	1. Chart and track discipline data 2. PLC and School Wide Support teams (SWST) will identify priority social and behavioral strategies. 3. Individual, small group and assembly behavior programs 4. Parent conferences/communication	\$0.00
4	G11.B1.S1.A1	1. Incorporate Reading and writing strategies into all core areas 2. Classroom walk throughs 3. Monitor progress towards school target on class and district assessments iReady	\$0.00
5	G12.B1.S1.A1	1. Daily notification via Connect Ed messages to families when students are absent. 2. Personal call to families by attendance secretary when a student misses more than 3 days. 3. Attendance counseling groups for students with excessive absences.	\$0.00
6	G2.B1.S1.A1	Teacher will be instructed on use of iReady to enhance instruction	\$0.00
7	G3.B1.S1.A1	Teacher will be instructed on use of iReady to enhance instruction	\$0.00
8	G3.B1.S1.A2	Teacher will be instructed on use of iReady to enhance instruction	\$0.00
9	G3.B1.S2.A1	Incorporate higher order thinking questions; creating real world math problems for students to solve in team task setting	\$0.00
10	G4.B1.S2.A1	Classroom walk through with targeted teacher conversations/coaching	\$0.00
11	G4.B1.S2.A2	Collaborative planning and discussion of assessments	\$0.00
12	G5.B2.S1.A1	Include 45 minutes of iReady math per week	\$0.00
13	G6.B1.S1.A1	Classroom walk throughs and lesson plan discussions	\$0.00
14	G7.B1.S1.A1	1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and iReady) 2. Student data chats regarding assessment data and quarterly grades. 3. Student progress monitoring determined by comparing student data with school targets.	\$0.00
15	G8.B1.S1.A1	1. Provide opportunities to experience multiple texts 2. Utilize grade level common assessments and skills checks to remediate and reinforce concepts taught	\$0.00
16	G9.B1.S1.A1	1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data, quarterly grades, science content area vocabulary 3. Student progress monitoring determined by comparing student data with school targets.	\$0.00
Total:			\$0.00